



SCHOOLS TO WATCH-TAKING CENTER STAGE

Schools to Watch™-Taking Center Stage is a statewide program implemented by the California League of Middle Schools, California Department of Education, California Middle Grades Alliance, National Forum to Accelerate Middle-Grades Reform and the Schools to Watch™-Taking Center Stage Model Schools

For more information, visit www.clms.net/stw.



LINDERO CANYON MIDDLE SCHOOL

Designated 2016; Re-Designated 2019

Las Virgenes Unified School District

Los Angeles County

Eric Anhalt, Principal

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SCHOOL CHARACTERISTICS

Community: Suburban; Enrollment: 1066; Grades: 6-7-8; School Schedule: Six-period day with twenty-minute intervention/enrichment period and optional zero period. Early release day on Wednesday to allow for teacher collaboration.

STUDENT DEMOGRAPHICS

0.01% American Indian/Native American; 6% Asian/Asian American; 1.6% Black/African American; 1.4% Filipino/Filipino American; 7% Hispanic/Latino; 62% White; 21% Other; 4% Free/Reduced Lunch; 12% English Learners

SCHOOL CHARACTERISTICS AND REPLICABLE PRACTICES

- Early release day provides one hour weekly for collaboration by departments or grade levels. Additional collaboration time provided through monthly faculty meetings, district release days, and conference attendance.
- Intervention/enrichment/study hall provided during daily embedded Cougar Achievement Time. Additional skill-based classes are offered during the school day for students in need of additional intervention.
- Zero-period offering allows access to electives for students in intervention.
- School provides computers for every sixth and seventh grade student. In 2016-17, as part of the “technology for learning” plan, all students will be issued computers.
- All departments embraced the school goal in literacy, and enhanced their curriculum to address Common Core reading/writing/speaking expectations.
- Visual and performing arts are consistently superior and students perform in a variety of venues in the community and beyond.
- Students engage in group assignments/projects in all subject areas, often across disciplines.
- Teachers new to the school are supported through assigned mentors they meet with weekly, attending relevant training, and working with the school Induction Coordinator.